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ABSTRACT

This cooperative-based, continuous teacher education program at Castleton State College, Vermont focuses on the team approach in education. The teams include a) a college faculty core team; b) an institutional team with representatives from state departments, institutions of higher education, school districts, school boards, and the community; c) a local team with college and public school faculty and college students; and d) a learning team with representatives from the public school faculty, resource faculty, college students in preservice, and public school pupils. The objectives of the program stress individualization and performance-based education. The instruction in the program includes a) professional courses in the public schools; b) microteaching and seminars; c) large group, small group, and individualized instruction; and d) experience in the integration of subject matter through media and laboratory approaches. (The personnel involved, the budgets, evaluation procedures, and future trends are presented. The appendixes describe an early involvement program, special education concentration, and priority ratings.) (BRB)

ED 074035

Castleton State College

DEPARTMENT OF EDUCATION

Entry

AACTE in DAA Program

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STUDENT TEACHING COOPERATIVE PROGRAM

November 24, 1971

006 211

PART I - SUMMARY

Castleton State College has responded to five main sources of demand plus inspiration in its search for excellence in teacher education.

1. A vigorous, nationally-oriented new president who has both awakened and responded to faculty in such a way that meaningful programs have been generated.
2. A sensitive and concerned Education faculty who are not only well-informed but always ready to act as a team to improve the quality of teacher education.
3. A dedicated, keen, willing-to-work student body who have reacted to the democratic atmosphere of the college with determination to receive a sound education and conviction that they will be the generation to change public education by the creation of meaningful learning environments for their future pupils.
4. A regional openness to cooperative ventures spreading from local community level through a multitude of public and private agencies.
5. A statewide willingness to view education (through future planning and systems analysis) as a unified and highly coordinated activity.

The results of this responsiveness have brought about grassroots changes through direct and meaningful confrontations with both present and future demands in the education of a concerned citizenry. Highlighted areas of teacher education program change include a total teaming effort through statewide and local cooperatives, not a program of teacher education but multi-responses to the needs of students in their preparation as teachers, and a concerted search for varied resources providing information regarding methods and materials of instruction.

Finally, a level of both enthusiasm and production has been reached wherein this program cannot return to any former state but has built-in flexibility for continuous growth and change regardless of personnel, economics, or political reorganizations.

PART II: COMPREHENSIVE EXPLANATION AND
ANALYSIS OF THE PROGRAM: CASE STUDY

A. DESCRIPTION AND DEVELOPMENT OF THE PROGRAM

The specific degree program at Castleton State College for students desiring to enter teacher education is a Bachelor of Science in Elementary or Secondary (American Studies, Biology, Combined Science, English, French, History, Mathematics, Spanish) Education, Music Education (Elementary School General Music), or Physical Education (K-12). In this program sixty out of one hundred twenty-two credits are in the liberal arts based on the philosophy that each student of teacher education should also be a "liberally educated" person.

Each teacher education student also has a concentration in a single discipline or program (American Studies, Art, Biology, English, French, History, Mathematics, Music, Combined Science, Psychology, Social Science, Spanish, *Special Education and Theatre Arts). This concentration may be elected to enhance specific curricular areas for subject matter specialty or for personal enrichment.

The special requirements for Elementary Education include

- two professional courses in reading
- one professional course in social science
- three English courses in communication, children's literature, and the English language.
- two courses in American History.
- two courses in mathematics for elementary teachers.
- one course in basic musicianship
- one course in elementary science
- two courses in general and child psychology

Plus

- electives in school librarianship, educational psychology, survey of exceptional children, practices for teaching children with learning disabilities, art in the school, educational tests and measurements, foundations of education, philosophy of education, analysis of reading difficulties, current issues in public education.

Plus

- practicums in early involvement in public school programs.

Plus

- two experiences in student teaching.

*Refer to Appendix for description.

Castleton State College has joined with eight other Vermont groups to form a State Staff Development Cooperative. Those included are:

1. University of Vermont
2. Three State Colleges (Castleton, Johnson, Lyndon)
3. Vermont State Colleges Office
4. State Department of Education
5. Three local school districts (Addison-Rutland Supervisory Union, Washington-West School District, Union 32 High School).

The State Cooperative functions as a consortium and supports its own Coordinator. In the fall of 1970 the Cooperative received a \$50,000 planning grant, and in the summer of 1971 a \$100,000 operational grant from the New England Program of Teacher Education. Faculties are given adjunct status and shared among the cooperative; students enter into many programs developed within the cooperative.

The Staff Development Cooperative functions locally between Castleton and the Addison-Rutland Supervisory Union. Opportunity is provided for the naming of adjunct faculties between the two groups. Approximately 100 students and six college faculty are working within the district on a regular basis. (This number of students constitutes approximately ten per cent of Castleton's student body.) Several approaches to pre-service professional preparation have evolved at the local level. For example,

1. College students are involved in practicums during their freshman and sophomore years in which they go to public school classrooms on a weekly basis to participate in an "Early Involvement Program. This includes working in tutoring, small group instruction, etc., keeping a diary, attending seminars. The purpose of the program is to 1) fulfill the objective of continuous pre-service through in-service education 2) provide practical experience for the student, 3) allow the student to find his/her subject and age level strengths and interests, 4) and permit the institution to screen and advise the pre-professional.
2. The college students belong to a team in the public schools including the master teachers, associate teachers, and teacher aides. They receive a team approach to solving learning problems during the regular instructional day.

* Refer to Appendix for description.

3. The college students also belong to a team of college resource faculty, and master teachers which review both general instructional procedures and problems as well as the evaluation of the college students' performance.

Castleton has also formed a Consortium with a local private junior institution, Green Mountain College, and the Addison-Rutland Supervisory Union school district to develop a Resource Media Center. The initial grant for funding a planning director who will be given college faculty rank has been approved. The Center will be located at the Castleton State College but actually spread throughout the district. As the total grant of \$180,000 is received, regional impact will be extended.

Finally, Castleton plans to affiliate with the State Department in the development of a regional teacher renewal center. This will tie together as a team the services of the Staff Development Cooperative (both State and local), the Regional Experimental Programs in the public schools.

B. OBJECTIVES

1. The cooperative-based primary focus will be the coordination of continuous pre-service through in-service teacher education.
2. A totally team approach will be used in this program. Teams will include:
 - a) College faculty core teams: president and education faculty who define and evaluate the program both locally and on a statewide basis.
 - b) Across institution team: representatives of the state department, institutions of higher learning, school district, school boards, and community.
 - c) Local program team: college faculty, public school faculty, and college students.
 - d) Learning team: public school faculty and staff, resource faculty, college students in pre-service, public school pupils.
3. A two-pronged individualized program will be maintained for
 - a) The actual program through which the college student passes will be significantly individualized for each student.

- b) The student will be prepared in the theory and practice of individualized instruction.
- 4. The student will gain expertise in working in teams involved with differentiated staffing.
- 5. The student will become involved in performance-based education.
- 6. Instruction will include
 - a. Professional courses in the public schools
 - b. Micro-teaching
 - c. Seminar
 - d. Large group, small group, and individualized instruction techniques
 - e. Experience in the integration of subject matter through varied media and activity-experience(laboratory) approaches
- 7. College faculty will work in in-service programs in local school districts.

C. PERSONNEL INVOLVED

- 1. Within the institution
 - a. President, CSC
 - b. Education department faculty (8)
 - c. Liberal arts faculty representing various subject areas (8).
- 2. Outside the institution - representing close cooperation
 - a. Faculties at other institutions of higher education(6)
 - b. Superintendents of schools (4)
 - c. Faculties of public schools (25)
 - d. State department representatives (4)

D. BUDGET INVOLVED

- 1. Education department faculty
- 2. Staff Development Cooperative-State(NEPTE)
 - a. \$50,000 - planning
 - b. \$100,000 - operational
 - c. \$18,000 - to CSC for $1\frac{1}{2}$ faculty
- 3. Regional Resource Media Center
 - Only in planning stages but total grant estimated to be \$180,000.
- 4. Will be applying for Teacher Center funds in future.

E. *EVALUATION PROCEDURES AND DATA

1. Sixty-eight students graduated in June 1971, with a B.S. in elementary education. Sixty-four students were hired as classroom teachers for September 1971.
2. Program is evaluated on a semester basis by
 - a. College students
 - b. College faculty
 - c. Public school faculty
 - d. Outside agents re: funded programs.
3. Both a grading and pass/no-pass system operate within the college. The students elect which courses will be pass/no-pass.

F. STATEMENT OF HOW THE PROGRAM CONTRIBUTES TO TEACHER EDUCATION

1. This program provides a continuous development of learning experiences for the professional, pre-service through in-service.
2. This program emphasizes a multi-level team approach to learning methods and materials.
3. This program prepares teachers as they should prepare pupils through an individualized approach to program and problems.
4. This program coordinates and draws together statewide, regional and local resources and people.
5. This program is open-ended, continually evaluated and thus constantly changing.

G. FUTURE TRENDS

1. Response to statewide needs by expanding to new programs (vocational education) as needed with tightening up of over-staffed areas (social science and English).
2. Establishment of new off-campus centers throughout state.
3. Extension of services to para-professional with and without the four-year degree route.
4. Direct and immediate response to needs of public schools.
5. Revamping of program toward increased involvement with all other public and private agencies.

*Appendix Priority Ratings for Future.

APPENDIX TITLES

APPENDIX I. Description of Special Education
Concentration

APPENDIX II Early Involvement Program(Asterisk)

APPENDIX III. Priority Ratings

SUGGESTED CATALOG REVISIONS RE: SPECIAL EDUCATION CONCENTRATION

Group II - Academic Concentration

Additional approved courses in a single program or discipline (American Studies, Art, Biology, English, French, History, Mathematics, Music, Poly-Science, Psychology, Social Science, Spanish, Theatre Arts, Special Education) to give a minimum of 24 credits in Groups I, II, III. At least 12 credits must be earned in intermediate level courses.

Requirements for the Elementary Education Curriculum: An elementary education student must complete the Group I, General Requirements for the Bachelor of Science degree. The student must also fulfill the Group II, Academic Major Requirements for a subject matter concentration. In selecting coursework for both Group I and Group II Requirements it is imperative that the student refer to each department's requirements for the elementary education major.

All elementary education candidates should consult with the Education Department during their freshman and/or sophomore years for early involvement in pre-service professional experiences. To be accepted as a degree candidate in the Elementary Education curriculum, the student must have a personal interview not later than his fifth semester and be accepted by the Education Department. The student then completes the Group III, Special Requirements for the elementary education major.

Requirements for a concentration in special education (for elementary education curriculum only): A minimum of 24 credits selected from the following:

At least one of the following two must be taken.

Ed. 290, Learning Disabilities: 3 credits

Ed. 223, Survey of Exceptional Children: 3 credits

At least one of the following two must be taken.

Ed. 224, Practices in Teaching Slow Learners and the Educable Retarded: 3 credits

M.R. 102, Introduction to Mental Retardation: 3 credits

At least one of the following five must be taken.

P.E. 174, Physical Education for the Exceptional Child: 3 credits

P.E. 210, Perceptual-Motor Activities for Children: 3 credits

Theatre Arts 252, Dance for Children: 3 credits

Art 230, Art in the School: 3 credits

Music 233, Music in the Classroom: 2 credits

Both of the following courses must be taken.

Psych. 120, Psychology of Childhood: 3 credits (also a requirement of elementary education curriculum)

Psych. 222, Psychology of Learning: 3 credits

The following course must be taken.

Ed. 247, Analysis of Reading Difficulties: 3 credits

The following course may be taken.

Social Welfare 221, Introduction to Social Work: 3 credits

Independent Study: at least 3 credits and a maximum of 6 credits is approved independent studies relating to the education of exceptional children will be included in the concentration. These need not be in Education and may be used to meet other Group I and/or Group III degree requirements.

Student Teaching:

Students are to complete two student teaching experiences, one of six weeks duration and one of nine weeks duration (not necessarily in that order). One of these experiences would be in a special situation dealing with exceptional children.

September 28, 1971

TO: THE CURRICULUM COMMITTEE

FROM: THE EDUCATION DEPARTMENT

WORKSHOP: EARLY SCHOOL INVOLVEMENT (Ed. 185, 1-3 credits)

For the following reasons, the education department proposes a workshop in classroom observation and involvement for freshmen and sophomore students who are interested in becoming elementary school teachers.

1. The Program Approval Committee in May 1970 recommended that (C-11) "Experiences should be built into the program in elementary education prior to student teaching that will allow these preservice teachers an opportunity to acquaint themselves with children and the community."

2. The Philosophy of the College which appears on page 7 of the catalogue states that..."It is committed to the development of a challenging curriculum. Thus, each student is encouraged to develop intellectual competence, self reliance and independence of spirit so that he may best serve in a complex world.

3. Admission for the 3rd and 4th year program, particularly in the field of elementary education is dependent upon a "student's scholastic record, participation in activities, general conduct and attitude and personality and character traits." The classroom experience before intensive work in elementary education would help both the student and the education faculty in determining whether or not elementary teacher education is a practical field for the student to pursue.

4. On the proposed staff differentiation scale, the practicum would prepare the student so that he could meet the requirements for part time employment as a school clerk or teachers' aide during his junior and senior year.

5. The faculty in the education department at Castleton feels that offering this opportunity for early involvement in the classroom will ultimately result in better preparation for a teaching vocation.

Consistent with the previous philosophies we offer the following program for freshmen and sophomores (and any upper classmen before a practice teaching experience).

A workshop including observation and involvement in the classroom in addition to regularly scheduled seminar meetings. A detailed diary of time, variety of experiences, comments and reactions to these experiences will also be required. Under the supervision of a faculty advisor of the Education Department a student will spend time observing and participating in classrooms in one or more of the following activities:

1. Teachers' aide in public school.
2. Tutoring a child or a small group of children.
3. Do a case study.
4. Participate in big-brother or big-sister community projects or related programs.
5. Working with small and large groups of children in public schools.
6. Apprentice in a special innovative school program such as:
 - a. Continuous Progress Program
 - b. Follow Through Program
 - c. Team Teaching Programs
 - d. Self-Selection Programs
 - e. Open Classroom Concept
7. Assigned to new graduates for the purpose of gathering information about relevancy of Castleton Program and problems of a new teacher.

The faculty of the Education Department will meet periodically to assess the progress of each student and to develop consistent standards for requirements of this educational experience.

APPENDIX III

Long Range Planning Guide for Division of High School and Technical Service

I. Priority Ratings

A. List of programs within departments in order of priorities for continued support on the basis of:
number of pupils enrolled, job opportunities, number of pupils placed after graduation since 1960 (See Appendix A and B)

1. Top third priority - Elementary Education

2. Middle third priority

- a. Physical Education K-12
- b. Business accounting and retailing (teaching)
- c. Business secretarial science (teaching)
- d. Business Administration--Executive Secretarial Science **

3. Lower third

- a. Music education - Elementary School General Music
- b. Secondary Education
 - American Studies
 - Biology
 - Combined Sciences
 - English
 - French
 - History
 - Mathematics
 - Spanish
 - Social Studies

B. Educational Priority ratings in terms of national emphasis in 70's.

1. The right to read - a ten year nationally funded program to emphasize reading improvement
2. Special Education - shortage of trained teachers for retarded, advanced student, handicapped children
3. Early Childhood Education - get'em sooner! Especially in culturally different areas
4. Elementary - Middle School - High School concept
 - Elementary concentration on reading skills and basic math concepts
 - Middle School concentration on higher thought processes and natural and social sciences, particularly concept building games and experiences such as ESS material
 - High School emphasis on modular scheduling, interdisciplinary subjects, more options for vocational and content courses.
5. Humanization of total school program
6. Differentiated staffing concept
7. Team teaching, non-graded concepts, self selection, involvement concept-building experiences.
8. Extensive use of self-motivating and self-operated media using immediate feedback material such as programmed texts and machines. The computer is coming! It works beautifully!
9. Change in teachers' role from information-giver, lecturer, disciplinarian, to resource person, organizer and person who understands and uses constructive principles of group dynamics

No data given for Business Administration and Executive Secretarial Science

9. Dissemination of IQ as a basis for differentiated learning, learning, teaching, and evaluation of instructional materials related to the teacher and the learner.
10. Use of systems analysis and study of behavior in determining the effectiveness of the learning environment in a classroom.
11. Using behavioral objectives for effective teaching.
12. Working with culturally different children.
13. Commissioner's proposal for teaching centers for inservice training.
14. Multi-Media Center currently being established at G.S.C.

C. Chart showing priority ratings in terms of Expansion, Maintenance, and Reduction

Expand and Introduce

Innovative techniques, flexibility, new programs

Maintain

Reduce

1. Graduate Program in Education
2. Short courses for new techniques to increase flexibility in teaching (see part II,A)
3. Intensive instruction in use of media in education
4. Use of media in teaching College courses-T.V. and film courses
5. Experience in classrooms in Freshman and Sophomore Year
6. Special Education
7. Early Childhood Education
8. Different levels of Teacher Certification - (see II)
9. Participation at Graduate level for Inservice Teacher Training Programs (Commissioner's Centers)
0. Computer Programming for Business Majors

Skill and content programs

1. Elementary Education
2. Early Involvement
3. Special Education
4. Physical Education K-12
5. Secondary Education
- Business
- Math
- Science Programs
- English
- Business Administration and Executive Secretarial Science - no data provided by department

Most stringent requirement, some distribution requirement

1. Secondary Education
- Foreign Languages
- Social Sciences
2. Music Education
- Elementary School
- General Music

II. Possible changes in education and professional programs to meet new demands, prepare students better for competitive jobs, coordinate and combine concepts and practices, provide more mobility for students to change from one teaching level to another.

A. Offer a variety of one credit courses for a duration of 3 to 5 weeks to cover teaching and learning concepts at all levels of education

1. Course Offerings

- a. Early Involvement (practical experience)
- b. Writing Behavioral Objectives
- c. The Art of Asking Questions to Elicit Higher level thinking
- d. Concept-building games
- e. Applying systems analysis to learning
- f. Writing and using interdisciplinary, non-graded instructional units
- g. Using Audio-Visuals to Expand Classroom Learning Experience

- i. Using various kinds of computers
- j. Using Achievement and IQ Test results more effectively
- k. Introduction to Group Dynamics
- l. Team Learning
- m. Team Teaching
- n. An Effective Developmental Reading Program
- o. Analysis of Reading Difficulties
- p. Fluency
- q. Vocabulary Builder-Analyses of Word Structure
- r. Study Skill Techniques
- s. Speed Reading Techniques
- t. New Concepts of the Learner
- u. Writing Valid and Reliable Tests and Examinations
- v. Using Teacher's Manuals effectively
- w. Individualized Reading Programs
- x. Perceptual Training for pre-primary and primary children
- y. Discipline in the schools

- 2. Can purchase films and tapes for these courses (minimize instructors time)
- 3. Courses amenable to making T.V. tapes, large group lectures, etc.
- 4. Mini courses could include
 - 1 week orientation
 - 1 week research and reading
 - 2 weeks planning
 - 1 week application

OR

 - required reading before course begins
 - 2 weeks orientation, planning, making materials
 - 1 week application
 - 1 week rewriting, and evaluating

OR

 - 3 to 5 weeks classroom work
 - OR
 - 3 to 5 weeks field work
- 5. Students could take several during semester-sequences suggested for special interest areas
- 6. Offered for both undergraduate and graduate credit
- 7. Those courses would be offered to replace
 - a. Teaching Elementary and Secondary Math
 - b. Teaching Mod Romance Languages
 - c. Teaching Social Studies in the Secondary Schools
 - d. Educational Tests and Measurements
 - e. Teaching Business Education in Secondary Schools
 - f. Teaching Science in Elementary Schools
 - g. Teaching Science in Secondary Schools
 - h. Art in the Schools
 - i. Seminars in Elementary and Secondary Schools
 - j. Reading II
 - k. Eventually to include perhaps
 - 1. Philosophy of Education
 - 2. Current Problems
 - 3. Foundations
 - 4. Educational Psychology
 - 5. Elementary Language Arts

Proposed Plan of Action (with proposed title "CSC-A" and page "Page C")

1. School Clerk
2. Instructional Aide
3. Assistant Teacher
4. Associate Teacher
5. Probationary Teacher
6. Educational Specialist

C. Take immediate Action to establish a Graduate Program in Education

1. To take part in Commissioner's Inservice Teacher Training Program
2. To provide opportunity to train educational specialists (in-service job opportunities)
3. Possible graduate degrees in specialized fields of:
Special Education
Math Specialists
Reading Specialists
Remedial Reading
Reading Supervisors K-6
Reading Supervisors K-12
4. Early Childhood Education

D. With added cooperation between the college and several surrounding school districts, the possibility for "lab" courses and practical experience to take place in these schools should minimize media expenditures and maximize learning possibilities

E. Cooperation with Fair Haven District in building Media Center at CSC library should provide additional funds for materials and equipment. Some of purchased film programs and faculty TV Tapes could be made available for School Districts for instruction and improvement

F. Reorganization of Student Teaching program to put several students together in a team situation might maximize effectiveness and lessen amount of time necessary in field

1. Students not teaching can critique students doing the teaching - can examine other's problems while not involved in actual teaching
2. Group planning can improve quality of motivation, content before lesson is taught
3. CSC supervisor can work with several students at one stop - could set up seminars on necessary topics - i.e. discipline, setting up group work, etc.

G. Explore the possibility of offering a concentration in Early Childhood Education

H. Explore possibility of offering majors in:

1. Elementary Education (Primary K-4)
2. Middle School Education (Grades 5-8)
3. High School (Grades 9-12)

Emphasis in each of these majors may be somewhat different but many educational concepts and teaching skills overlap.

I. Explore possibility of introducing a course in Computer Programming in Business